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IDENTIFYING SCHOOLS FOR IMPROVEMENT

Fact
Sheet

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What are expectations for schools?

The federal No Child Left Behind Act requires Maryland to set goals for student performance, monitor school progress toward those goals, report the results to parents, and take action if a school is not making progress, or if subgroups of students within a school are not making progress. See the Adequate Yearly Progress Fact Sheet for a full explanation of how Maryland determines whether schools and subgroups of students are making progress.

Maryland sets annual goals for student achievement in reading and math. These goals are called Annual Measurable Objectives (AMOs). Schools are expected to achieve the AMOs in the category of All Students and in each student subgroup category. There are eight student subgroups total: five racial groups, students receiving special education services, students with limited English proficiency, and students receiving Free and Reduced-Price Meals.

Schools are also expected to make progress in the Other Academic Indicator, which is attendance for elementary and middle schools, and graduation rate for high schools.

What is Local Attention ?

Maryland describes a school that misses an AMO for the first time as needing local attention because it needs help from the local school system in making sure it meets all AMOs in the future. It has not been identified for School Improvement.

How do schools enter, progress, and exit School Improvement?

There are five steps in School Improvement. A school enters...

1. School Improvement Year 1 after not achieving all the AMOs in the same reported area (reading, math, or other academic indicator) for two consecutive years.
2. School Improvement Year 2 after not achieving all the AMOs in the same reported area for a third year.
3. Corrective Action after not achieving all the AMOs in the same reported area for a fourth year.
4. Restructuring Planning after not achieving all the AMOs in the same reported area for a fifth year.
5. Restructuring after not achieving all the AMOs in the same reported area for a sixth year.

If a school meets all the AMOs in the reported area for which it was identified for School Improvement, the school will hold its step and not advance for one year. A school exits School Improvement when it achieves, for two consecutive years, all the AMOs in the reported area for which it was identified. However, if a school achieves these AMOs for two consecutive years but meanwhile has not achieved the AMOs in a different reported area for two consecutive years, it will not exit.

What is required of schools at each step?

School Improvement Year 1

The school writes a detailed plan to solve problems in student achievement. If the school participates in the federal Title I program for high-poverty schools, it offers parents the option of transferring their child to a higher achieving school in the school system.

School Improvement Year 2

The school follows its improvement plan. If the school is a Title I school, it continues offering parents the option to transfer their child to a higher performing school. Title I schools also provide extra services, such as tutoring, to students who are economically disadvantaged.

Corrective Action

The school and the school system take specific actions to improve the school. These actions could include replacing school staff, adopting a new curriculum, or extending the school year. Title I schools continue offering the transfer option and extra services.

Restructuring

Restructuring might include local school system takeover of school operations or other actions. Title I schools continue offering the transfer option and extra services.

Resources

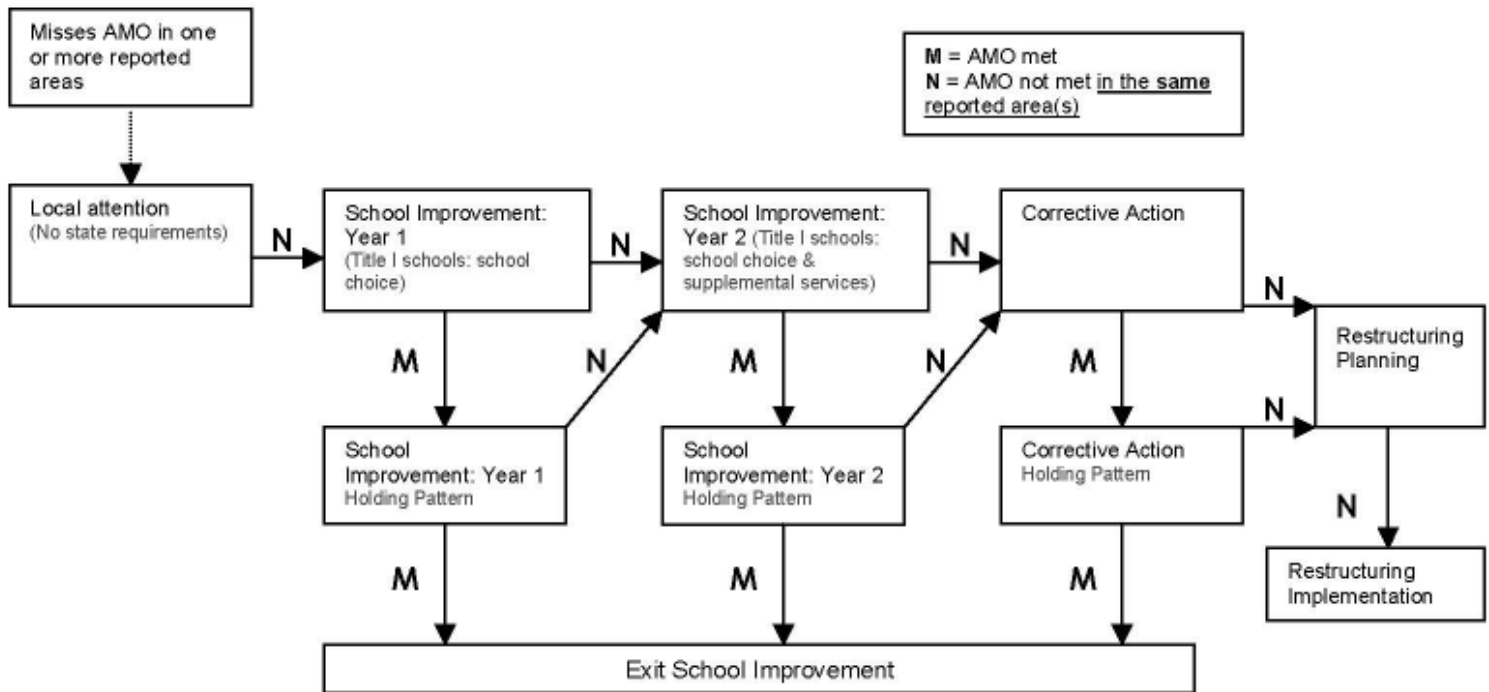
For more information about No Child Left Behind and Maryland's accountability system for schools and school systems, visit www.marylandpublicschools.org and choose NCLB from the Programs menu.

Visual Representation

For a visual representation of School Improvement, see the attachment entitled "The State's Improvement Process: Entering and Exiting."

The State's Improvement Process: Entering and Exiting

There are three reported areas included in AYP calculations—reading, math, and other academic indicator (which is attendance rate for elementary & middle schools and graduation rate for high schools). In order to advance through School Improvement, schools must miss the AMO for all students or for any subgroup of students in the same reported area for two consecutive years.



Consider these scenarios . . .

2004	Reading	Math	Attendance	→	2005	Reading	Math	Attendance	→	Enters School Improvement
	N	M	M			N	M	M		

2004	Reading	Math	Attendance	→	2005	Reading	Math	Attendance	→	Doesn't enter School Improvement
	N	M	M			M	N	M		

2004	Reading	Math	Attendance	→	2005	Reading	Math	Attendance	→	Doesn't enter School Improvement
	N	M	M			M	N	N		

2004	Rdg.	Math	Attd.	→	2005	Rdg.	Math	Attd.	→	2006	Rdg.	Math	Attd.	→	Doesn't enter School Improvement
	N	M	M			M	N	M			N	M	M		

2004	Rdg.	Math	Attd.	→	2005	Rdg.	Math	Attd.	→	2006	Rdg.	Math	Attd.	→	Enters School Improvement
	N	M	M			M	N	M			N	N	M		